



IEP Development in Delaware

Overview for the IEP Task Force

**Exceptional Children Resources
October 9, 2014**

Topics

▣ IEP Development

- IEP Meeting Participants
- Data Considerations
- IEP Goal Page
- LRE Decision-making

▣ Secondary Transition

- Transition Assessment
- Goals
- Course of Study
- Activities & Services



IEP Meeting Participants

- ▣ Parent
- ▣ Student
- ▣ General Education
- ▣ Special Education
- ▣ CTE Teacher or Coordinator
- ▣ LEA Representative (Admin/Designee)
- ▣ Other Participants
 - Related Service Staff
 - Itinerant Teachers (e.g., TVI, Deaf Ed)

Individualized Education Program (IEP)
Secondary IEP
State of Delaware

Student Name:
Student ID#:
Address:

District of residence:
Attending Building:

D.O.B.:

Current Grade: 09

Disability Classification: 0300 - Learning Disability

Parent* 1: /
Address (if different):
Email Address:
Home Phone:
Work Phone:

IEP Status

Meeting Date	08/23/2012	Most Recent Evaluation Summary Report Date	03/30/2012
IEP Initiation Date	02/14/2012	IEP Meeting History :	08/23/2012 02/14/2012 *
IEP End Date	02/13/2013		

Temporary Placement

Agency Representative:	
Parent:	
Date:	

Within 60 days, an IEP meeting must be held.

Meeting Participants

Role	Name	Signature
Parent* 1		
Student		
General Education Teacher		
Special Education Teacher		
Educational Diagnostician		
Guidance Counselor		
Principal		
Treatment Specialist		

* Parent includes legal guardian, educational surrogate parent and relative caregiver.

Parent Participation

IEP 2: IEP Meeting Participants: Parents

Must take steps to ensure one or both of the parents are present at each IEP team meeting, or afforded the opportunity to participate

If parent cannot attend in-person, must use other methods to ensure parent participation such as conference calls

14 DE Admin Code § 925.22.0

Parent Participation

Must schedule the meeting at mutually agreed on time and place

Must provide written notice to parent 10 school days in advance of meeting containing purpose, time, and location of meeting, and who will be in attendance

14 DE Admin Code § 925.22.0

Must have a record of attempts to arrange meeting:

Detailed records of phone calls and results;

Copies of letters to parent and responses received;

Detailed records of visits made to parent's home or employment and results.

14 DE Admin Code § 925.22.4

Student Participation

STR 2: IEP Meeting Participants: Student

IEP Team must include whenever appropriate the child with a disability

The public agency shall, in writing, invite a child with a disability to attend the IEP meetings if a purpose of the meeting will be consideration of the postsecondary goals and the transition services...

14 DE Admin Code § 925.21.0

**State
Requirement –
Participation at
a Younger Age**

General Education Teacher

IEP 3: IEP Meeting Participants: General Education Teacher

IEP Team must include at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)

14 DE Admin Code § 925.21.0

Special Education Teacher

IEP 4: IEP Meeting Participants: Special Education Teacher

IEP Team must include at least one special education teacher of the child, or where appropriate, one special education provider

14 DE Admin Code § 925.21.0

CTE Teacher

STR 10: IEP Meeting Participants: CTE Teacher

IEP Team must include a Career Tech Ed (CTE) teacher of the child or CTE coordinator whenever the child is, or may be, participating in a CTE program

14 DE Admin Code § 925.21.0

**State
Requirement**

LEA Representative

IEP 3: IEP Meeting Participants: LEA Representative

IEP Team must include a district representative who is knowledgeable about district resources, and has the authority to commit district resources, and can ensure that whatever services are set out in the IEP will actually be provided.

14 DE Admin Code § 925.21.0

Other Participants at IEP Meetings

- ▣ Members of the IEP team may also include other participants –
 - Speech, Occupational or Physical Therapists
 - Itinerant Teachers such as Teachers of the Visually Impaired, Deaf Education
 - Interpreters or Translators
 - Additional invitees by the school or family

Data Considerations

- ▣ Strengths
- ▣ Concerns
- ▣ Assessment Information
- ▣ Impact Questions
- ▣ Special Factors

Name: _____	DOB: _____	Meeting Date: 8/23/2012
<u>Data Considerations</u>		
<p>1. What are the student's strengths?</p> <p>_____ is _____ interesting in learning to read _____ stays on topic when writing _____ willing to work on task outside of his comfort level</p>		
<p>Employment Strengths: _____ is willing to work outside of comfort level in an attempt to learn a new skill.</p>		
<p>Post-Secondary Education/Training Strengths:</p>		
<p>Independent Living Strengths:</p>		
<p>2. What are the educational concerns of the parent (or student, if appropriate)?</p>		
<p>3. What data sources and age appropriate transition assessments (including district or statewide assessments) are being used to create this IEP?</p> <p> <input type="checkbox"/> Survey/Questionnaires: and date administered <input type="checkbox"/> Profiles/Portfolios: and date administered <input type="checkbox"/> Vocational Assessment: and date administered <input type="checkbox"/> Student Success Plan: and date administered <input type="checkbox"/> Other (indicate dates administered): </p>		
<p>4. How does the child's disability affect the child's involvement and progress in the general education curriculum?</p>		
<p>5. What are the child's other educational needs that result from the child's disability (e.g., organizational skills, self care, fine/gross motor)?</p>		
<p>6. Will the student participate with non-disabled students in extracurricular and non-academic areas? If yes, identify supports and services on the "Needs, Services and Annual Goals" page. If no, explain why below.</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p>Other Factors to Consider: IEP Team must consider each of the factors. If there is a need identified, check "Yes" and address in the IEP.</p>		
Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communication needs of the student
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Braille instruction for students who are blind or visually impaired
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communication and language needs for students who are deaf/hard of hearing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Language needs for the students with limited English proficiency
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Positive behavior interventions, supports, and strategies for students whose behavior impedes learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need for assistive technology devices and services
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Intervention supports and strategies for students who have difficulty accessing and/or using grade-level textbooks and other core materials in standard print formats.
<p>Secondary IEP - Data Considerations - Page 2</p>		

Data Considerations

1. What are the student's strengths?
 - Specific skills or attributes (academic or non-academic)
 - Transition strengths include employment, post-secondary education & independent living

Name: _____

DOB: _____

Meeting Date: 8/23/2012

Data Considerations

1. What are the student's strengths?

- _____ is
interesting in learning to read
stays on topic when writing
willing to work on task outside of his comfort level

Employment Strengths:

- _____ is willing to work outside of comfort level in an attempt to learn a new skill.

Post-Secondary Education/Training Strengths:

Independent Living Strengths:

Data Considerations

2. What are the educational concerns of the parent (or student if appropriate)?
- Include concerns (academic and non-academic) from parents and student
 - Schools focus on addressing concerns within IEP

Name: _____		DOB: _____	Meeting Date: 8/23/2012
<u>Data Considerations</u>			
1. What are the student's strengths?			
- _____ is interesting in learning to read stays on topic when writing willing to work on task outside of his comfort level			
Employment Strengths:			
- _____ is willing to work outside of comfort level in an attempt to learn a new skill.			
Post-Secondary Education/Training Strengths:			
Independent Living Strengths:			
2. What are the educational concerns of the parent (or student, if appropriate)?			

Data Considerations

3. What multiple data sources are being used to create this IEP?

- Consider all assessments – academic, transition, behavioral raters, social skills, life skills, related services
 - Include results especially around need areas
 - Make sure that results are timely – within the last year
 - Results must be presented in a family-friendly manner

3. What data sources and age appropriate transition assessments (including district or statewide assessments) are being used to create this IEP?

- ☐ Survey/Questionnaires: and date administered
- ☐ Profiles/Portfolios: and date administered
- ☐ Vocational Assessment: and date administered
- ☐ Student Success Plan: and date administered
- ☐ Other (indicate dates administered):

Data Considerations

4. How does the child's disability affect the child's involvement and progress in the general education curriculum?

- Consider all data considerations, assessment information, special factors, and student's grade level
- Schools develop an impact statement that includes specific need areas

4. How does the child's disability affect the child's involvement and progress in the general education curriculum?	
5. What are the child's other educational needs that result from the child's disability (e.g., organizational skills, self care, fine/gross motor)?	

Data Considerations

5. What are the child's other educational needs that result from the child's disability (e.g., organizational skills, self care, fine/gross motor)?

- Consider all areas outside of academics
 - Behavior, social skills, self-management, specific life skills, others?
- Schools develop an impact statement related to the other educational needs

4. How does the child's disability affect the child's involvement and progress in the general education curriculum?

5. What are the child's other educational needs that result from the child's disability (e.g., organizational skills, self care, fine/gross motor)?

Data Considerations

6. Will the student participate with non-disabled students in extracurricular and non-academic areas? If yes, identify supports and services on the “Needs, Services and Annual Goals” page. If no, explain why below.

- Consider supports that the student may need to participate

6. Will the student participate with non-disabled students in extracurricular and non-academic areas? If yes, identify supports and services on the “Needs, Services and Annual Goals” page. If no, explain why below.

☐ Yes ☐ No

Special Factors – “Other Factors to Consider”

Data Considerations

SB 229 Update:
Evidence-based
Reading
Interventions to
be added to this
section

Communication/
Language
Needs

Behavior
supports and
strategies

Assistive
Technology

AIM Supports

Special Factor Example

IEP 15: Special Factors: Behavior Needs

IEP 16: IEP Addresses Behavior Needs

Other Factors to Consider:

IEP Team must consider each of the factors.

If there is a need identified, check "Yes" and address in the IEP.

Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communication needs of the student
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Braille instruction for students who are blind or visually impaired
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communication and language needs for students who are deaf/hard of hearing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Language needs for the students with limited English proficiency
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Positive behavior interventions, supports, and strategies for students whose behavior impedes learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need for assistive technology devices and services
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Intervention supports and strategies for students who have difficulty accessing and/or using grade-level textbooks and other core materials in standard print formats.

IEP Goal Page

- ▣ Defining the Needs
- ▣ Statement of Services
- ▣ Services/Aids/Modifications
- ▣ Present Level of Academic & Functional Performance
- ▣ Benchmarks
- ▣ Goals

Unique Educational Needs and Characteristics #1 Sentence Structure Word Choice	Provide a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will enable the child: <ul style="list-style-type: none"> • to advance appropriately toward attaining the annual goals; • to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and, • to be educated and participate with other children with disabilities and non disabled children. - Alternate assignment/requirements; 1-1 with the teacher to follow the writing process; Computer aided skill tutor and development; Refocus attention; Small group; Graphic Organizer				
Services, Aids & Modifications					
PLEP (Present Levels of Educational Performance): can respond to a writing prompt using third grade skills and language as measured by norm referenced materials.					
<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"> Benchmark #1 </td> <td> Marking Period: mp - 1 will construct a five sentence response to a writing prompt. He will include a topic sentence that begins with a capital letter and ends with correct punctuation. He will include two supporting detail sentences that have correct capitalization and punctuation. He will include a compound/complex sentence with correct capitalization and punctuation for a third supporting detail sentence. </td> </tr> <tr> <td> Benchmark #2 </td> <td> Marking Period: mp - 2 will construct a five sentence response to a writing prompt. He will include a topic sentence that begins with a capital letter and ends with correct punctuation. He will include two supporting detail sentences that have correct capitalization and punctuation. He will include a compound/complex sentence, with correct capitalization and punctuation for a third supporting detail sentence and create a compound/complex conclusion sentence with correct capitalization and punctuation that relates back to the topic sentence and closes out the paragraph. </td> </tr> </table>		Benchmark #1	Marking Period: mp - 1 will construct a five sentence response to a writing prompt. He will include a topic sentence that begins with a capital letter and ends with correct punctuation. He will include two supporting detail sentences that have correct capitalization and punctuation. He will include a compound/complex sentence with correct capitalization and punctuation for a third supporting detail sentence.	Benchmark #2	Marking Period: mp - 2 will construct a five sentence response to a writing prompt. He will include a topic sentence that begins with a capital letter and ends with correct punctuation. He will include two supporting detail sentences that have correct capitalization and punctuation. He will include a compound/complex sentence, with correct capitalization and punctuation for a third supporting detail sentence and create a compound/complex conclusion sentence with correct capitalization and punctuation that relates back to the topic sentence and closes out the paragraph.
Benchmark #1	Marking Period: mp - 1 will construct a five sentence response to a writing prompt. He will include a topic sentence that begins with a capital letter and ends with correct punctuation. He will include two supporting detail sentences that have correct capitalization and punctuation. He will include a compound/complex sentence with correct capitalization and punctuation for a third supporting detail sentence.				
Benchmark #2	Marking Period: mp - 2 will construct a five sentence response to a writing prompt. He will include a topic sentence that begins with a capital letter and ends with correct punctuation. He will include two supporting detail sentences that have correct capitalization and punctuation. He will include a compound/complex sentence, with correct capitalization and punctuation for a third supporting detail sentence and create a compound/complex conclusion sentence with correct capitalization and punctuation that relates back to the topic sentence and closes out the paragraph.				
Annual Goal will use a variety of resources and materials (Skills Tutor, essays, journals, poems, etc.) to increase his writing skills to the fourth grade level.					
Therapist Signature: _____ Date: _____ (For Medicaid Cost Recovery)					



Statement of Services

IEP 21: Statement of Special Education Services, Related Services and Modifications/Supports Needed

- Services, strategies, accommodations, modifications to address the identified need
- May include staff training on strategies or supports

Unique Educational Needs and Characteristics #1

Provide a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will enable the child:

- **to advance appropriately toward attaining the annual goals;**
- **to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and,**
- **to be educated and participate with other children with disabilities and non disabled children.**

Sentence Structure
Word Choice

- Alternate assignment/requirements; 1-1 with the teacher to follow the writing process; Computer aided skill tutor and development; Refocus attention; Small group; Graphic Organizer

Services, Aids & Modifications

Services, Aids & Modifications

Description of interventions and targeted instruction related to the need area

- May include instruction by the general educator, special educator, paraprofessional, etc.

On IEP Annual Goal Page:

Services, Aids & Modifications

Small group instruction

(9/21/2011 - 9/20/2012) Frequency: 5 times per week Duration: 2 hours per day Location:

For Related Services (after Goal Pages):

Services	Type of Delivery	Start/End Date	Frequency	Duration	Location
Occupational Therapy Service	Consultative	09/19/12 - 06/02/13	1 day per week	15 minute(s) per week(s)	General Education classroom
Speech Language Therapy Service	Group	09/19/12 - 06/02/13	2 times per week	30 minute(s) per session(s)	General Education classroom



Present Level of Educational Performance (PLEP)

IEP 24: Statement of Present Levels of Performance

- Directly related to the Need and should tie back to data from Data Considerations page
- Measurable baseline for Annual Goal & Benchmarks

Unique Educational Needs and Characteristics #1 <div data-bbox="139 1082 521 1178" style="border: 2px solid red; padding: 2px;">Sentence Structure Word Choice</div>	Provide a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will enable the child: <ul style="list-style-type: none">• to advance appropriately toward attaining the annual goals;• to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and,• to be educated and participate with other children with disabilities and non disabled children. - Alternate assignment/requirements; 1-1 with the teacher to follow the writing process; Computer aided skill tutor and development; Refocus attention; Small group; Graphic Organizer
Services, Aids & Modifications	
<div data-bbox="139 1259 1646 1395" style="border: 2px solid red; padding: 2px;">PLEP (Present Levels of Educational Performance): (can respond to a writing prompt using third grade skills and language as measured by norm referenced materials.</div>	

Benchmarks

IEP 25: Description of How Student Progress Measures [benchmarks]

- Outlines progress from the Present Level of Educational Performance to the Annual Goal
- Includes Benchmarks for each reporting period and may include summer

Benchmark #1 Marking Period: mp - 1

will construct a five sentence response to a writing prompt. He will include a topic sentence that begins with a capital letter and ends with correct punctuation. He will include two supporting detail sentences that have correct capitalization and punctuation. He will include a compound/complex sentence with correct capitalization and punctuation for a third supporting detail sentence.

Benchmark #2 Marking Period: mp - 2

will construct a five sentence response to a writing prompt. He will include a topic sentence that begins with a capital letter and ends with correct punctuation. He will include two supporting detail sentences that have correct capitalization and punctuation. He will include a compound/complex sentence, with correct capitalization and punctuation for a third supporting detail sentence and create a compound/complex conclusion sentence with correct capitalization and punctuation that relates back to the topic sentence and closes out the paragraph.

Annual Goals

IEP 26: Statement of Measurable Annual Goal

- Includes condition, behavior/performance & criteria
 - Under what condition or in what situation is the annual goal being measured
 - The behavior/performance the student is expected to demonstrate. [Specific skill or behavior]
 - At what point/level will the annual goal be met? [Criteria / Measurement]

Annual Goal

will use a variety of resources and materials (Skills Tutor, essays, journals, poems, etc.) to increase his writing skills to the fourth grade level.

Placement Decision

LRE 1: Placement Decision Made by IEP Team

When determining the educational placement of a child with a disability, the district must ensure the placement decision is made by a group of persons, **including the parents**, and other persons knowledgeable about the child, the meaning of evaluation data, and the placement options, and is made in conformity with LRE provisions.

14 DE Admin Code § 923.16.0

LRE Explanation

LRE 3: Explanation Why Student Will Not Participate with Non-Disabled Peers in Regular Class

The IEP must contain an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and extra curricular activities.

14 DE Admin Code § 925.20.0

LRE Explanation

Use the option below to determine the appropriate setting.

- | | | |
|-------------------------------------|----|--|
| <input type="checkbox"/> | A. | Regular Setting Includes pull-out related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day. |
| <input type="checkbox"/> | B. | Services Provided Both in Separate Special Education Classes and Regular Setting Student served inside the regular classroom greater than or equal to 40% of the day and no more than 79% of the day. |
| <input checked="" type="checkbox"/> | C. | Separate Special Education in an Integrated Setting Student served inside the regular classroom less than 40% of the day. (10/11/2011-6/11/2012) (6/12/2012-7/30/2012) (9/6/2012-10/10/2012) |
| <input type="checkbox"/> | D. | Separate School Student served in public or private separate day school facility for greater than 50% of the school day or a residential facility if student does not live at the facility. |
| <input type="checkbox"/> | E. | Residential Facility where student resides during the school week. |
| <input type="checkbox"/> | F. | Homebound or Hospital |
| <input type="checkbox"/> | G. | Correctional Facilities (only used by DSCYF and Prison Education) Students placed in short-term detention or correctional facilities. |

An explanation must be provided about the extent, if any, to which the child will not participate with nondisabled children in the regular class.

-Rodney has trouble with grade level reading material and needs support where ever reading is required. Accommodations need to be used to help him access all grade level material. Oftentimes, his behaviors can be monitored more effectively in a small group setting with additional staff support. Frequently he will need one-on-one instruction to re-teach newly learned concepts or use simplified language to explain a difficult concept.

Secondary Transition

- ▣ Secondary Transition IEP must be used when:
 - The student is going to turn 14 or enter 8th grade during the year the IEP will be in effect.
 - Some schools opt to begin the use of the transition IEP earlier such as the start of middle school.

- ▣ Secondary Transition components:
 - Consent to Invite Other Agencies
 - Transition Assessment
 - Goals
 - Course of Study
 - Activities & Services
 - Participation of Student & CTE Teacher (described in earlier slides)



Secondary Transition

STR 1: Parent Consent to Invite and Invitation of Meeting to Participating Agency

STATE OF DELAWARE INTERAGENCY CONSENT TO RELEASE INFORMATION

(ORIGINATING ORGANIZATION NAME)

AUTHORIZATION FOR THE RELEASE OF INFORMATION

CLIENT/STUDENT:

DATE OF BIRTH:

I hereby authorize the following individuals or organizations to release information:

To the following individuals or organizations:

The type of information to be provided is:

In addition to School Supports, the Student Will Need the Assistance of:

Agency	Contact Person	Phone Number

Is there a current Interagency Release of Information Form on file with the school?

☐ Yes ☒ No (If no, discuss form for transition planning with appropriate agencies)

Client/Student Signature* _____

Printed Name _____ Date _____

Representative Signature (Parent, Guardian, Custodian [Circle One]) _____

Printed Name _____ Date _____

Secondary Transition

STR 4: Age Appropriate Transition Assessment

- Includes assessment related to employment/career, education and independent living skills
- The assessment is the basis for the transition goals and alignment between assessment results and the goals should be clear

3. What data sources and age appropriate transition assessments (including district or statewide assessments) are being used to create this IEP?

- ☐ Survey/Questionnaires: and date administered
- ☐ Profiles/Portfolios: and date administered
- ☐ Vocational Assessment: and date administered
- ☐ Student Success Plan: and date administered
- ☐ Other (indicate dates administered):



Secondary Transition

Measurable Postsecondary Goal Related to...

STR 5: Employment after HS

STR 6: Education or Training after HS

STR 7: Independent Living after HS

- Outlines post-school aspirations
- Must be stated in measurable terms

Student's Post-High School Goals:

Post School Employment Goal	will become a professional dirt bike rider
Post Education/Training	requires no additional education/training after high school
Independent Living (if needed)	

The student plans to exit school with:

☒ Diploma 6/10/2014

☐ Certificate of Performance

Secondary Transition

STR 8: Courses of Study

- Outlines required courses for graduation or certificate of attendance
- Includes all grades through graduation or exit
- Updates annually and may change due to changes to course offerings

Courses of Study:

Grade	Courses of Study (from student's current year to year of graduation)
09	- English 9, Integrated Math, Biology, U.S. History, Physical Education, Anatomy, Literacy Enrichment
10	- English 10, Integrated Math, Life Science, Civics, Physical Education, Anatomy, Literacy Enrichment
11	- English 11, Algebra 1, Earth Science, World History, Physical Education 2, Literacy Enrichment
12	- English 12, Algebra 2, World History, Physical Education 2, Literacy Enrichment

Secondary Transition

STR 8: Transition Services & Activities

- Includes specific activities and services related to employment/career, education & independent living)that will assist students in reaching post school goals
- Responsible party may include school, family, student and outside agencies

Activities and Services to reach goal:

Employment Goal: will become a professional dirt bike rider				
Activities/Services needed to reach goal	Responsible Party		Start Date	Completion Date
will take vocational aptitude test.	student		02/14/2012	02/13/2013
will complete an interest inventory.	student		02/14/2012	02/13/2013

Education/Training Goal: requires no additional education/tranining after high school				
Activities/Services needed to reach goal	Responsible Party		Start Date	Completion Date



DOE Contact Information

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